

## To: Principals, Education Officials, and Teachers

Topic: Assessing Psychosocial support needs to assist learners to recover learning loses caused by the pandemic.

Message Objective(s): **To assist educationists on how to assess psychosocial needs at schools. Message**: To recalibrate the education system, it vitally important to support learners with their psychosocial requirements. There are basically two broad steps that can be followed by schools in assessing psychosocial support and this week **step 2** is explained.

Implementer and Role	Responsibilities	Timeframe	Requirements and Resources needed
Implementer SBST Role 3 <sup>rd</sup> Point of contact in PSS response	<ul> <li>Uses learner PSS screening tool and consults with educator as necessary to help facilitate the SIAS process.</li> <li>Conducts assessment of learner.</li> <li>Completes SIAS tools (SNA 1 or 2) with learner and develops Individual Support Plan in consultation with educator/ other professionals/external providers and parent/guardian.</li> <li>Completes referral forms to other professionals/service providers for learner assessment and care.</li> <li>NB. At any point the learner may be referred to other organisations (i.e., SAPS, DOH, DSD, NGOs etc) dependent upon the urgency and nature of the case.</li> <li>Maintains information about the learner and processes.</li> <li>Supports PSS-related campaigns, group school-based</li> </ul>	Weekly or Bi- monthly. Immediately (in cases of emergency).	<ul> <li>SBST receives training in the PSS Guide, PSS model of implementation, processes, and tools</li> <li>SBST receives refresher training on the SIAS process and tools (as necessary)</li> <li>Access to other teachers/ specialists within the school, surrounding schools, DBST, and the school's network of stakeholders</li> <li>Completed learner PSS screening tool</li> <li>SIAS tools (SNA1 and 2, Form DBE 120)</li> <li>PSS tracker tool</li> <li>List of community resources (school's network of stakeholders)</li> <li>Pen/pencil</li> </ul>
DBST 4 <sup>th</sup> and 5 <sup>th</sup> Point of contact in PSS response.	<ul> <li>Deal with SBST referrals</li> <li>Completes SIAS tools</li> <li>Maintains records</li> </ul>	Weekly or immediately in case of emergency	<ul> <li>DBST receive training on processes.</li> <li>Access to DOH, DSD, NGOs, CBOs, HEI, ECD, Special Schools, Special School Resource Centres</li> </ul>

## Step 2: Action (Referral) and follow -up.

Refer to the DBE's Care and Support Teaching and Learning (CSTL) policy framework for more information.

From: George Taodzera (<u>Georget@nect.org.za</u>) 079 368 0612 References: (Psychosocial Support: A Model for South African Schools (2021),







